

SCHOOL and COMMUNITY

Vol. XVIII

DECEMBER, 1932.

No. 9

Glorify to God in the
highest and on earth
peace good will
toward men. Luke 2-14



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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Next Meeting, St. Louis, November 9-11, 1933.

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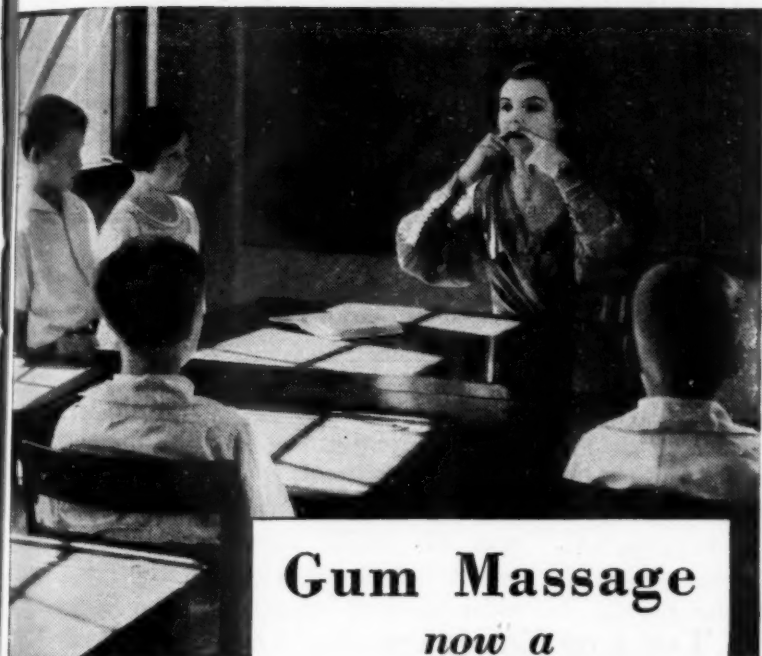
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Gum Massage now a Health Habit of the classroom

● CHILDREN TOLD IMPORTANCE OF SOUND GUMS: "In all our primary grades, gum massage is taught as an essential part of oral hygiene."—From a N. Dakota principal.

WITH the well-being of their pupils in mind, teachers have worked untiringly to give health knowledge a place in the school curriculum.

And, today, with the oral hygiene of gum massage being explained in so many thousands of classrooms, we have another example of our teachers' fine spirit of cooperation.

Children, already won to regular tooth brushing, are now being taught to keep their gums firm and sound with massage.

Gums don't get stimulation from the rich and tender foods that make up modern diets. And, lacking exercise, the gums languish and weaken. They bleed easily.

"Pink tooth brush" is the warning from gums in poor health. It is the opening wedge that may admit disease—gingivitis or Vincent's disease or even the rarer pyorrhea. It is an urgent call for the help of massage.

In class, the usual method is *exterior* massage,

with the index finger held near the jaw to represent the tooth brush. In this way, children are shown how to brush the gums, inside and out, from the base toward the teeth.

With this daily health drill, and a warning to keep pencils, money and unclean fingers away from the mouth, you will have more than earned the lifelong gratitude of these men and women of the future.

Massage with Ipana Tooth Paste assures glowingly firm and healthy gums. Dentists recommend it for toning the gum walls as well as cleaning the teeth. And its refreshing flavor wins even children to its use.

Ipana's ziratol content makes it a specific for tender or bleeding gums. Try it yourself, if your tooth brush occasionally shows "pink." But Ipana or no, every educator now has an opportunity to spread the doctrine of better teeth and gums by teaching children the twice-a-day habit of gum massage.



● The future soundness of children's gums is endangered by tender, creamy foods.



● Teach your children to massage their gums when they brush their teeth.

Published in the interest of Better Health



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1932

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EDITORIALS

THE SEVENTIETH Annual Meeting of the Missouri State Teachers Association has gone into history. On its business side it was characterized by sane thinking, serious consideration of

THE KANSAS CITY MEETING

problems and unselfish work by the various committees. While the general attendance was somewhat below normal as the times and weather would cause one to expect, the attendance of authorized delegates was equal to or above normal.

Dr. W. W. Carpenter who was the Assembly's unanimous choice for its Chairman presided with dignity and transacted the business of the meeting with dispatch.

Committee reports most of which are printed in this issue were of unusual interest and represented more than ordinarily serious and painstaking work on the part of the various committees. The reports of the Legislative Committee and the Committee on Sources of Larger Revenue which are not printed in this issue were of special interest. Extended reports of these committees will be contained in the January issue of SCHOOL AND COMMUNITY.

The program arranged by President Barbee met with cordial reception. Mr. Barbee deserves a generous measure of gratitude for having built such a program, and this is especially true when we realize that he reduced the cost of talent by about one-third and that during his term of office he

has suffered much from serious personal illness.

Our new officers are, President, Dean Theo. W. Irion of the School of Education, University of Missouri; First Vice-president, Miles Elliff, Superintendent of Schools, Lebanon; Second Vice-president, Miss Johnnie Rethemeyer of Maplewood and Third Vice-president, Mr. Grover M. Cozean, Superintendent of Schools, Fredericktown.

Superintendent J. F. Taylor of Kennett was reelected to the Executive Committee, an honor not frequently conferred, and Miss Grace Shepherd of the faculty of the Northwest State Teachers College was elected to succeed Miss Jessie Via, Principal of the Rolla High School.

WARNING BEACONS, commonly called signs of the times, flash the news that schools are in for housecleaning. For lo, these many years the American public has not only

THE HOUSE-CLEANING ORGY

stood for, but been genuinely enthusiastic about, whatever could be tagged as "progressive" in school work. A great deal of money has been spent cheerfully, gladly, in the holy cause of education. Now everywhere the great American public, feeling low financially, is asking questions about the work of the schools, and these questions must be answered. Money must be saved, somewhere. Will it be saved

in the right places? In the house-cleaning orgy ahead of the schools will the wrong things be thrown in the dustbin?

Teachers will not have all the say about this, but they will not be silent witnesses for the defence. The three R's are not in danger. As for everything else, two considerations may well be stressed. The child must go to school, says the law, for so many years, far longer than necessary to acquire the fundamental skills. If this, that, and the other is cut out of the school program, how shall that child be kept busy? The second consideration is based on the fairly general agreement that men and women are to have much more leisure in the future than they have had in the past. Now a person with a goodly amount of leisure on his hands may get into mischief, become hopelessly bored, or find joy in pursuing the intellectual or artistic interests he has developed.

Those who pay for the schools, and those who manage them, desire ardently that every child shall be fitted to become a useful, happy member of what has come to be a very complex society. No school can fit too well for life. "Useful" and "happy" cannot be disjoined, for, with barely enough exceptions to prove the rule, the useful person is happy, and the happy person is useful.

Clearly, then, in the years the child must spend in school he should be kept busy at something, and whatever he does should tend to make him a useful and happy person so long as he lives. Some changes would be made as time passes, anyhow. In a scientific world children should be pleasantly introduced to science so that they know what it is all about before they reach the high school, which

many of them never do. Something else, now of less importance than when it made its place in the curriculum, may have to give way to science, which only a generation or so ago was of no great importance, but now dominates human life and thought.

How far can elimination go without raising the question—why not shorten the years of compulsory school attendance? Better that than to keep children in school with nothing worthwhile to do.

Things are not likely to come to any such pass as that. No harm, rather much good, will come from a searching revaluation of all school subjects. Only let that revaluation be made in terms of useful and happy living, not forgetting "the fine art of living" which the promise of larger leisure invites us to pursue.

C. H. Thurber.

*Editor-in-Chief of
Ginn & Company.*

THE PART that child labor plays in the depression is called to public attention by the National Child Labor Committee, which points out that more than 2,000,000 boys and girls between the ages of 7 and 17 are gain-

CHILD LABOR AND THE SCHOOLS

fully employed. At the same time, the American Federation of Labor estimates this winter's total of unemployed adults at 12,700,000. Many of the employed children are engaged in industry, where they compete directly with their elders who fruitlessly seek work. Because of its cheapness, child labor still is favored by a fortunately diminishing segment of employers, while continuance of the practice works injury on both adults and children.

The committee proposes no radical remedy for this condition, but a thor-

oughly rational plan that may speedily be put in effect. Noting that more than 3,000,000 children between 7 and 17 are not enrolled in school, the committee proposes to invoke the aid of our educational system for improving the situation. Raising the age at which children may leave school, strengthening vocational guidance programs and curbing indiscriminate cuts in school budgets would keep juveniles in school and out of the factories, it is pointed out. Even were there no issue of child labor involved, the protest against unwise school economies still would be a sound one. Instead of confining the necessary economies to elimination of superfluities, in education and elsewhere, many schools have closed or have greatly reduced their terms, discharged numerous teachers and drastically cut the pay of others, curtailed important vo-

educational training projects and held up their building programs.

A statement of about a year ago by President Hoover clearly pointed the way. Financial support of schools, he said, should be "the very first obligation upon the national resources . . . however the national economy may vary. We cannot afford to lose any ground in education. That is neither economy nor good government." The school areas that practice the undue economies which the committee assails pursue an exceedingly unwise practice. They are depriving the younger generation of educational opportunities, and in many instances sending the children to a demoralizing career in factory and mill, where they supplant adult workers.

From St. Louis Post-Dispatch
of Nov. 28, 1932.

A School Superintendent

O. J. Mathias

A SCHOOL superintendent was an unknown luxury during the Dark Ages of Antiquity. Fortunately, perhaps, for his own personal comfort, he had not yet emerged for the Witch-Baiting Season in the early New England. He is a comparatively recent invention. He was ushered in during that Machine Age and Specialization Era which belched forth the steam-shovel, radio and canned-heat and embodies many of the essential working-units of all three. If classified biologically he is a triple hybrid. A cross between the voluminous publications of The Grolier Society on one side and the evangelistic fervor of a Billy Sunday coupled with a rock-ribbed, business sagacity of a Calvin

Coolidge on the other. His duties are legion.

He must advise on all the knotty problems confronting local city-dads; satisfy every fond mother's curiosity regarding the abated mentality of her hopeless "young hopeful;" provide ample educational "whoopie" for his community and be able to determine intuitively the psychological moment when it is safe and sane to pass the contribution plate.

Physically, he must be a Sampson or a Sandow. He must possess the endurance of a Walkathon champion and the gastronomic fortification of an ostrich in order to grace the festal boards of various local clubs and organizations not to mention the re-

quired fifteen days out of each school-month as an official representative to some county, district, state, national, extra, special, miscellaneous or sundry educational convention. He is expected to make desirable "contacts" here which in some mysterious way may filter through him during the remaining five days left in the month and thereby render "value received" to the generous and wholly unsuspecting community from which he hailed.

Mathematically, statistically and graphically he must be endowed with the combined genius of an Einstein and a Rube Goldberg in order that he may "kid" himself, his board, his teachers and in fact every one in his community, except the head janitor, that he is conducting the most economically administered; the most efficient and the most progressive school system in that section of the state.

He must display the wisdom of a Solomon; the patience of Job; the organizing genius of Napoleon; the diplomacy of a Talleyrand; the eloquence of a Patrick Henry; the stage-

courtesy of a Raleigh; the genial personality of a Knute Rockne; the debonair qualities of a Jimmy Walker and the capacious industrial ability of a Chinese laundryman.

He must be a personification of The Sermon On The Mount; an inspirer of youth; an arbiter of teachers' personal quarrels; a "mixer" who can still retain a dignified aloofness; a philosopher, a psychologist, an educator, a justice of the peace, a constable, a lawyer, a supreme court, a board of health, a social worker, a sports-expert, an architect, an arch-contributor to every conceivable cause and a miniature Geneva Conference to pass on international disputes arising between patron and teacher. Above all he must possess sufficient mechanical ability to repair a broken-down furnace or set a dislocated door-knob.

Teachers who are elevated from the line to this august position consider it a promotion. Many promising young men have left the educational field to become school superintendents.

IN COMMEMORATION OF

GOETHE'S CENTENARY

When life goes out to find her favorite son
She cloaks herself in deepest mystery
Revealing naught for searching eyes to see
How she selects her noblest paragon—
A Man.—The time is rife for such a one
Endowed with widest human sympathy
To fill the vacant place long since left free
And carry on the work so well begun:
Great Spirit of the Universal Mind,
In whose encompassing and warm embrace
The chilly fragments of all Truth combined
Glow into life—bestow on us Thy grace
Of once more pointing out in days to come
As did the conqueror: "Voila, un homme!"

—Hermann Almstedt.

Our Presidents Articles of Faith

Dean Theo. W. Irion in his acceptance of the Presidency of the Missouri State Teachers Association on Friday morning, November 11th, delivered a brief statement of his educational creed as a challenge to the cooperative spirit of Missouri teachers. The truth of his statement, we think, is worthy of a prominent place in the motivating areas of our minds.

FELLOW teachers, I believe that this occasion demands that I pronounce very briefly to you some of the outstanding articles of my educational faith.

I BELIEVE in the improvability of mankind. On this belief I am willing to stake my all, my career and my professional success. I am not yet ready to join in the cry of the cynic "All is Vanity."

I BELIEVE we can create a new and higher individualism which will not lead us to the place of collapse as has done the selfish individualism of the recent past.

I BELIEVE that the problems before us at the present time are man-made problems and that we have the intelligence, the moral strength and

spiritual resourcefulness to solve these problems.

I BELIEVE that when these problems are solved, other problems will arise endlessly, and, therefore, I believe in the joy and courage required in this continuous struggle which constitutes the very essence and spirit of life.

I BELIEVE in cooperative endeavor and know that when such cooperative endeavor is placed on a high ethical and professional plane, we can command the cooperation of all men and women of the profession.

FINALLY, I believe in developmental processes of improvement in our civilization rather than revolutionary processes of improvement.

This may sound to you as absolute and unadulterated idealism. If so, make the best of it. At least on this platform I am willing to challenge you in developing the program of education in Missouri and in dedicating all your strength, your intellect and your character toward the promotion of this program.



Dean Theo. W. Irion, School of Ed. University Mo., President M. S. T. A.

Imagination

*Within the soul a faculty abides,
That with interpositions, which would hide
And darken, so can deal that they become
Contingencies of pomp; and serve to exalt
Her native brightness. As the ample moon,
In the deep stillness of a summer even,
Rising behind a thick and lofty grove,
Burns like an unconsuming fire of light
In the green trees; and, kindling on all sides
Their leafy umbrage, turns the dusky veil
Into a substance glorious as her own.*

—WORDSWORTH.

LINCOLN Steffens wrote an article for the October number of the "Cosmopolitan" magazine the title of which announced "This World Depression of Ours is Chock-full of Good News." Steffens has within his soul that imagination which can turn dark interpositions into "contingencies of pomp" and which transforms "a dusky veil into a substance glorious." We may find reason to doubt the statement in the title to his article but there can be no doubt that the article itself is "chockfull" of good sense. He would have you as teachers let your pupils know "That nothing is done, finally and right. That nothing is known, positively and completely."

How much of a change would your school experience if each child was made to feel that he is in a world wherein most of the work is only tentatively and blunderingly done, and much of the obviously needed work

not done at all? Contrast in your thought the spirit of a school where this feeling of a possible useful life abounds with that of a school where the teaching and environment has been such as to cause the child to think

that he is in the morning of a life in a world completed, where everything has been done and where all he has to do is to find out, accept, approve and use the accouterments of life as they are. The difference is the difference between zest and boredom, cheerfulness and dejection, enthusiasm and ennui, life and death.

The fundamental lack is the exercise of and power of imagination.

The living school has pupils whom something has filled with foresight, with prospects. The dead school is the school where a dead effort is being made to make dying pupils look on a dead past—where imagination is asleep.

Why not, as Steffens suggests, let



Every ACHIEVEMENT the world has ever known was first of all only a thought in someone's mind-----IMAGINATION!

IMAGINATION (15) THE WORD OF A FUTURE POWER JUNE DECEMBER

the child know that we elders have made a pretty sorry mess of matters? Good things have been done assuredly. But no good thing is so good that it cannot be improved—and improved by him. Our schools, we teachers are ready to admit, are the flower of civilization, but we are driven to the confession that there is abundant evidence of their stupid management and blundering conduct. Churches are good in spots, but few, even of their sincerest servants, would hesitate to say that there is often so much imbecility mixed with their goodness as to bring them into disrepute with their friends. Our business is right now demonstrating its lack of wisdom so thoroughly that to defend it requires a thorough deadening of all our finer sensibilities. And our government, to which teachers are expected to bow with reverential awe, is in need of the enlivening influence of a wholesome, vigorous and youthful imagination.

But most of us will be permitted to begin much closer home in the exercise of our imagination toward improvement than the general and theoretical question of schools, the betterment of churches, the rejuvenation of business or the reform of our governmental machinery.

What about our school rooms, those dingy walls; that smoky stove; the dirty floor; those pictures hung askew? Can anyone imagine an improvement in our school grounds that's within our reach? What of our personal habits that affect our health and happiness?

There is no dearth of material on which our imaginations might be at work.

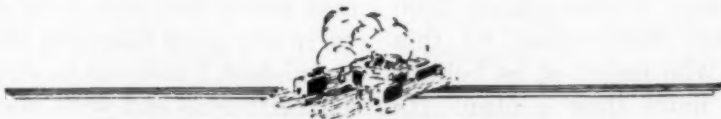
Teachers can build a spirit of questioning with a view always to the improvement of the thing questioned. This attitude will not mean less of delving into present knowledge. Quite the opposite. To fix a machine we must understand it. The world needs above all things the imagination of youth. Minnesota, we understand has a Junior Taxpayers' League which is looking at the tax problem not through the blurred spectacles of senility but through the keen eyes of virility; not with memories alone, but with foresight as well.

There is enough of glib talk about overproduction and unemployment. May the good Lord send us someone who is capable of imagining a procedure by which the debacle may be cleared up.

Some one has said that when we get out of this mess we will find youth in the saddle. The way it handles the obstreperous horse will be either the school's justification or its condemnation.

The greatest challenge of the schools is to make youth see the problems; to let it know that everything is yet to be done right. This is the school's challenge, it is also the school's salvation, and single right to life.

It is "imagination bodies forth the forms of things unknown and gives to airy nothing a local habitation and a name."



Superintendent Bracken Makes Necrology Report

MADAM CHAIRMAN and Members of this Convention: Sue and Mary Ann and I come this morning bearing beautiful sheaves of fragrant flowers and a poor sheaf of well meant words in memory of those members of this Association who have during the past year left the complexities of this world and exchanged their mortality for immortality. The names of these, our former members, have been distributed among you. As you have looked at these names, you have seen there the names of people whom you did not know except as teachers; you have seen the names of acquaintances, and you have seen the names of personal friends, and once again we have felt the poignant pangs of the sorrow which came to us as we learned of their passing. And here for a very brief moment this morning we pause in the midst of this great Convention to make a common statement of the sorrow which is ours.

Those of us who knew these departed comrades know that they were of the earth, earthy, just as we are, and yet we feel that somehow through the magic and alchemy of spirit which comes to a teacher, that somehow they may have touched the hem of the garment of Divinity. It was almost 2000 years ago that there came to this world a Man who many of us believe to have been more than a Man. He was a Carpenter, He was an Artisan.

He made things with His Hands. He knew the ways of the beasts of the field. He certainly was a business Man because there never was a more righteous rage than that with which He scourged the money changers from the Temple. He was a giver of laws and gave to us laws which have come down to us in the complexities of our civilization as the simplest kind of rule which can be given for modern living. But in spite of all these things; we do not remember Him as an artisan, we do not remember Him as a husbandman; we do not remember Him as a



Supt. Jno. L. Bracken, Chr. Necrology Com.

man of business or as a giver of laws. But we do remember Him as the Great Teacher, the Man who suffered little children to come unto Him. And I believe that as these, our fellow comrades, suffered little children to come unto them and gave to their lives light and home and opportunity that reaches endlessly down into the future, they were able to achieve an earthly mortality which we may mention in the same breath with which we use in speaking of the spiritual immortality which has become theirs. And in solemn and respectful memory to those of our comrades who have gone before, and in solemn rededication to the task which they left unfinished, just as we in our good time will leave the task unfinished, I ask you to stand with me, and with Sue and with Mary, for just a moment, please. Will you stand?

In Memoriam

The following teachers have died during the year 1931-32

- *Alexander, Ed. T., Glasgow
- Anderson, I. R., Kansas City
- Arnold, Katherine F., Parma
- *Baskin, Anna, Kansas City
- Beal, Fred, Jr., Puxico
- Biggs, Ramona, Craig
- Bloom, Sarah, St. Louis
- Brown, Margarette G., St. Louis
- *Buehler, Maggie E., St. Louis
- *Burge, Mrs. Mattie M., Bismarck
- *Bush, Blanche, St. Joseph
- Callier, Berenice, St. Louis
- Calvird, Enid, Clinton
- Cole, Dr. Carol Skinner, St. Louis
- Corbey, Myrtle, Joplin
- *Cowherd, Coleby, Platte City
- Curry, Jennie Fearn, St. Louis
- Del Banco, Miriam, Chicago, Illinois
- Denison, E. B., Kansas City
- *Downing, Robt. E., Salem
- Eaton, Marie B., St. Louis
- Finney, Miss Mexico, Kennett
- Fish, Daniel, Marble Hill
- Fisher, Althea, St. Louis
- *Flavan, Mrs. Catherine, St. Louis
- Gathright, Loyd, New Bloomfield
- Hagan, Stella, Columbia
- *Hageman, Bertha, St. Louis
- Harris, Grace E., St. Louis
- Haskell, Bessie, Lone Star
- Hifner, W. D., Kansas City
- *Hollowell, Lillie L., Lancaster
- Holmes, Mrs. Esther M., St. Louis
- *Hudson, M. Ethel, St. Louis
- *Hurt, T. M., Hunnewell
- James, Dr. George O., St. Louis
- Johnson, Mrs. Florence M., Morrisville
- Kmety, Jan, Mt. Vernon
- Knight, R. F., Kansas City
- Knofler, Frances, Kansas City
- *Koelle, Laura M., St. Louis
- Landers, Elander, Rogersville
- Leezy, W. T., Pacific
- LeHew, Ludie, Kahoka
- *Levy, Rosa, St. Louis
- *Linton, Mrs. Ida M., Joplin
- *Ludwig, William A., St. Louis
- Madden, Mary, Kansas City
- *Maloney, Mary V., St. Louis
- McChesney, Mrs. Florence R., Cape Girardeau
- McCrea, Annie, St. Louis
- *McEnnis, Bessie M. C., St. Louis
- McLeod, Nellie, St. Louis
- McNew, Zella, Farmington
- *Miller, Delle, Kansas City
- Mueller, Father Leodegar, Kansas City, Kansas
- Olson, Rose W., New Orleans, Louisiana
- Organ, Minnie, Salem
- Pickel, Myra Margaret, Kirkwood
- Pogue, Lucille, Anderson
- Priess, R., St. Louis
- Robertson, Georgia, St. Joseph
- Runyon, Laura L., Warrensburg
- Schmalhorst, Christine, Springfield
- Schmidt, Ada, Oak Ridge
- Sellers, Jessie, Sedalia
- Sears, Victor L., Greenville
- Shane, Lucy V., Cape Girardeau
- *Sharp, Anne M., St. Louis
- Shaughnessy, Margaret A., St. Louis
- Shaw, G. W., Kidder
- Shearmire, Emma L., McKittrick
- *Shinnick, M. Isabelle, St. Louis
- Shoop, Katheryne, Richmond
- Simpson, Julia, St. Louis
- Smith, Mrs. G. Byron, Iberia
- *Stone, Mable, Kansas City
- *Swift, Dr. Edgar J., St. Louis
- Trusty, Etta, Burlington Junction
- Tyler, Eleanore, Cape Girardeau
- Vandiver, W. D., Columbia
- Vickers, Artic Clay, Sullivan
- *Walters, Wm. Wade, St. Louis
- Ward, Buford, Wayne County
- Waterman, Mrs. Mabel, St. Louis
- Watts, Susie, Cape Girardeau
- Wayland, Bettie Lue, Harrisburg
- Weidemann, Marie F., St. Louis
- Wells, Anna, Maryville
- *White, Lillian, St. Louis
- Whiteford, Mrs. J. A., Cape Girardeau
- Yount, Mrs. Gertie Doggett, Patton

* Carried insurance with the M. S. T. A. Group.

Report of Committee on Resolutions

TO THE ASSEMBLY of Delegates of the Missouri State Teachers Association, Kansas City, Missouri, November 9, 1932, we, your Committee on Resolutions, desire to submit to you the following report:

The Missouri State Teachers Association recognizes the need for economy in all governmental activities, including the schools. However, we are compelled to take cognizance of the fact that national taxes have increased; state, county, and city tax rates have suffered little if any reductions; while school tax rates have been slashed in many cases below those that will provide the minimum advantages.

BE IT RESOLVED:

1

That the interests of the children and the welfare of the State demand the assumption by local communities of the responsibility of their share of the educational program by voting such tax under the law as is necessary to assure that the local children shall not be deprived of their inalienable educational rights.

2

That the interests of the children and the welfare of the State demand the passage of legislation, by the Fifty-Seventh General Assembly of the State of Missouri, necessary to secure the revenue for the State to assume its full obligation to the public school children and to the students in the higher educational institutions in the State.

3

That the interests of the children and the welfare of the State and Nation demand such provision by the federal government, by means of the federal system of taxation, as is necessary to give financial aid to education in the states, such additional grants in aid to be for any and all educational purposes as the State itself may direct, as recommended in the report of the Committee on Federal Relations to Education.

4

That the interests of the children and the welfare of the State demand the assumption by local boards of education and

Superintendents of schools of their responsibility in maintaining, during this period of depression, the professional spirit of the teaching staff by refusing to allow the unprepared teachers or the prepared teachers without teaching positions to "bid" for the teaching positions in their systems. The interests of the children, the welfare of the State, and the requirements of professional ethics would demand that the board of education and the superintendents of schools determine the amount of money available for any given teaching position and in the light of this information employ the best possible talent available.

5

That the Missouri State Teachers Association recognize that the interests of the children and the welfare of the State demand the establishment of a Department of Research, Service, and Information in the School of Education at the University of Missouri. A well-organized bureau would be able to keep in constant contact with scholars and experts in the fields of taxation and legislation and could offer information and advice, at all times, to the officers and members of the association as well as to render a much needed service to the public schools of the State.

6

That we express our appreciation to the Fifty-Sixth General Assembly of the State of Missouri for the progressive educational legislation recently enacted and that we urge the General Assembly of the State of Missouri to continue to safeguard the welfare of the boys and girls of the State.

7

That we recognize the responsibility of the County Superintendents of Schools in Missouri and the need for efficient work on their part. Therefore, we ask the Legislative Committee to sponsor a bill raising the educational requirements for the County Superintendents of Schools.

8

That the Missouri State Teachers Association go on record as favoring a plan for creating a TEACHERS' RETIREMENT FUND.

9

That the Committee on Teachers Salaries and Tenure be requested to make a study of the status of teacher supply and demand in Missouri and report to the next meeting.

10

That we pledge our aid and efforts toward securing universal peace among men.

11

That the Missouri State Teachers Associ-

ation commend the Missouri Congress of Parents and Teachers for its cooperation with the schools.

12

That we express our appreciation to all persons and organizations in Kansas City which have contributed to the success of this series of meetings.

(Signed) W. W. Carpenter, Chairman
Committee on Resolutions.

Report of Committee on Salaries and Tenure of Office

Kansas City, November, 1932.

YOUR COMMITTEE on Salaries and Tenure has made a detailed study of teachers' salaries for the current year and of the general cost of living. We have also gathered together certain other facts and opinions relevant to our problems. Our report is based on data for the years from 1913-14 to and including the current year 1932-33. The major facts of interest to you perhaps are the following:

1. Each year for the last three or four we have reported to you a gradual and small decline of teachers' salaries from the corresponding preceding years. But we regret to report that the decline in salaries this year as compared with last year has been alarmingly great for every type of teacher studied in Missouri.
2. Furthermore, the current drop in the general cost of living has not off-set the sharp decline in salaries. In general, the cost of living has declined 10 per cent, whereas the decline in teachers' salaries has been 20 per cent.
3. Furthermore, it seems that many schools will not be able to meet their current contracts with their teachers either as to salaries or as to length of term.
4. Also a relatively large number of our qualified teachers have been unable to obtain teaching positions.

Monthly Salaries of Teachers in Missouri.

We feel it necessary to report to you at least some of the distressing details regarding the current monthly salaries of teachers in Missouri. For example, the

median monthly salary of superintendents paid on the nine months basis in districts maintaining first class high schools is \$157.00 as shown in Table I. That is, one-half of our superintendents receive more than \$157.00 a month; but, on the other hand, it also means that one-half of them receive less than \$157.00 a month. In districts maintaining second class high schools the superintendents receive a median salary of \$128.00 a month and may be likewise interpreted.

Our high school principals in districts maintaining first class high schools receive a median monthly salary of \$113.00 for those employed on the nine months basis. However, those employed on the ten, the eleven, or the twelve months basis receive somewhat larger salaries.

The high school teachers in the first and second class high schools on the nine months basis receive respectively the median salaries of \$115.00 and of \$93.00 a month.

The elementary school teachers in the first and second class high school districts receive a median salary of \$72.00 and \$67.00 a month respectively. Our elementary school teachers in the third class high school districts receive a median salary of \$63.00 a month on the eight months basis and \$73.00 a month on the nine months basis.

These median monthly salaries seem very small for the elementary teachers, but that is not the only distressing part about it because one-half of them receive salaries less than those indicated above.

The rural school teachers received an

average salary of \$75.00 a month for eight months for the school year 1931-32, the latest data available.

TABLE I
Summary of Teachers' Median Monthly Salaries in Missouri in 1932-33.

Type of Teacher	First Class High Schools			Second Class High Schools		Third Class High Schools		Rural
	9 mo.	10 mo.	11 mo.	12 mo.	9 mo.	8 mo.	9 mo.	
Supts.								
Regular	157	194		188	128			
H. S. Principals								
Regular	113	195	205	163				
T. T.	172							
V. A.				204				
H. S. Teachers								
Regular	115				93			
V. A.				201				
Ele. Teachers	72				67	63	73	75

The Decline in Teachers' Salaries.

The salaries of teachers in Missouri have been declining gradually for the last three or four years, but this year the drop is sharp. It is difficult to obtain the average decline, but it seems to be approximately 20 per cent. The decline of salaries for various types of teachers is shown in Table II. The amount per month ranges from two dollars for the rural teachers to thirty-six dollars for superintendents employed for twelve months a year. Furthermore, it should be stated that every type of teacher has had a cut in salary.

The Decline in Teachers' Salaries and in the Cost of Living.

Doubtless a great many people believe that the present salaries of teachers are still too high when the decline in the cost of living in recent years is taken into account. However, our data as shown in Table II support no such general conclusion. Our superintendents and principals are not so well paid now as in 1913-14. Our high school teachers and rural teachers in general are better paid now than in 1913-14. However, as we said last year the cost of living is not the only item entering into a comparison of salaries now and in 1913-14. Perhaps the most important item other than the cost of living is cost of preparation for entrance into and successful continuance in the profession. In this connection, we feel that the public should be informed of the far more expensive preparation of our teachers now than in 1913-14.

Therefore, when all factors are considered we feel that our teachers as a whole are not so well paid now as they were twenty years ago.

TABLE II
Comparison of Teachers' Salaries in 1932-33 with Their Salaries in 1931-32 and in 1913-14.

Type of Teacher	Tendency for 1932-33 compared with 1931-32				Apparent Per Cent Increase Over 1913-14	Real Per Cent Increase Over 1913-14
	8 mo.	9 mo.	10 mo.	12 mo.		
Supts.						
First (Regular)	-30		(-36)		15	-26
Second	-16				13	-17
Principals						
First	-23				33	-2
High School Teachers						
First	-11				62	19
V. A.			-24			
Grade Teachers						
First	-10					
Second	-13					
Third	-16					
Rural						
1931-32	-2				87.5	24.7

Note:—The minus sign before a number indicates a decrease in dollars in every column, except the last in which it indicates decrease in percentage.

Contracted Salaries and Their Fulfillment.

We have presented the foregoing data on the reported contracted salaries that appear in the current high school directory of Missouri. These facts are distressing enough, but we must also face the future. Many schools are reported to be unable to continue the normal term unless more revenues are received from the income sources. Hence, the annual incomes of many of our teachers may be still further reduced.

General Observations.

1. The cut in teachers' salaries this year has been the deepest and the most widespread that this generation has experienced. The facts are discouraging.
2. However, in these disturbed and distressed days of the depression we must not fail to carry on. Our mission is clear. The children of our Democracy, the greatest of all time, must be educated by us even if at great personal sacrifice.
3. Nevertheless, we are justified in using every reasonable and fair means in protecting our salaries which constitute our major income.
4. We look with a great deal of concern on those salary reductions that have been made for political purposes and not from budget necessity. Rumor has reported such practices to your committee.
5. The pain of salary cuts may be reduced in part if safe and sane tenure laws are enacted in our State.
6. To say the least, it is a little diffi-

cult for the teaching profession to understand why its salary should be reduced sharply while other state and local officials do not suffer the same experience.

7. Furthermore, if we as a people really believe that Education is the most important function of a society or state, the funds necessary to support it should be provided first, and then the funds for all other state functions.
8. Also it appears that a great deal of distress among teachers concerning their salaries will come before the end of the current school year, because the State will not have sufficient revenue to meet its legal obligations to the local school units.
9. In the hurry and the distress of salary reductions doubtless many errors have been made. Therefore, it is hoped that scientifically and equitably sound procedures will be developed in each local school unit to correct any errors that may have

been made and to handle future salary adjustments whether they be reductions or increases.

10. The depression with its attendant bank failures and reduction or loss of returns from investments may have brought absolute want to some of our older and retired teachers, hence our Association might well consider the advisability of extending to them temporary aid.
11. Finally, the patrons, the boards of education and the administrators of our schools must not forget that there remains a great deal of wisdom in the old proverb, "As is the teacher, so is the school," and that reasonable economic security goes a long way toward maintaining a high level of professional morale among our teachers.

Signed

EDITH GALLAGHER

C. C. CROSSWHITE

A. G. CAPPS, Chairman.

Report of Retirement Fund Committee

FOR TWENTY-FIVE years, at intervals, the legislature of the State of Missouri has been requested to submit an amendment to Section 47, Article 4, of the constitution of the State of Missouri to permit the granting of retirement funds for teachers. Only once, in 1910, was such a resolution actually submitted.

When this effort was begun in Missouri, retirement systems throughout the United States were in their infancy. During this period of fruitless striving in Missouri, retirement systems in other states have waxed and grown strong—in thirty-seven states, there is either a state-wide or local system. The District of Columbia, the territories of Hawaii, Panama Canal Zone, the Philippine Islands, and Porto Rico have likewise expressed through legal enactment belief in a retirement system as contributory to a sound educational system.

Only the states of Arkansas, Florida, Idaho, Mississippi, Missouri, New Mexico, North Carolina, Oklahoma, South Carolina,

South Dakota, and Wyoming are listed as backward in this respect.

According to the 1932 N. E. A. Report, since the inauguration of teachers' retirement systems in the United States, there have been over six hundred thousand enrollments. Over three hundred thousand are now active members of these systems.

During the last fiscal year state and local systems have had a combined income of seventy-six million dollars. Disbursements totaled about twenty-four million for one year. Twelve states invested fifty-four million dollars during the fiscal year. Thirteen local systems invested twenty-four million. Practically no losses through investments have been reported. The total investment of the State of Pennsylvania in teacher retirement funds is sixty-three million dollars.

In Chicago, the retired teachers while receiving nothing from the city during the payment suspension there, have annually received \$1100 from the state.

It has been impossible for your committee to proceed with active measures during this period of depression, and it is for this body to decide whether another effort will be made at the coming session of the legislature.

If our efforts fail in the next legislature, our hope will lie in an initiative petition for the ballot of 1934.

The State Survey Commission of 1929 declared among its other recommendations for a sound teacher retirement law.

In the interests of equalization of educational opportunity in Missouri, the teachers forbore to press their measure. Now, the statutes of Missouri contains everything requisite for a sound system of public education except a teacher retirement system.

Mr. Willis A. Sutton as President of the N. E. A. said "A sound teacher retirement

law serves two important purposes: It protects the public from teachers rendered less competent by advanced age or other disability, and it adds dignity to the work and position of the teacher. A modern retirement system is not charity, but simple justice. The work of the teacher is basic to economic and social welfare. Consequently every effort should be made to attract a high type of worker to the profession, to encourage a long period of happy and useful service, and to provide an honorable way out of the profession when that service is concluded. A retirement system is one of the most effective agencies available for attaining these purposes."

Genevieve Turk, Chairman

Stanley Hayden

Anne R. Waney

Report of Committee on Professional Standards and Ethics

MR. CHAIRMAN: Your Committee on Professional Standards and Ethics feels that the Missouri State Teachers Association has a sane, clear cut, practicable code. We believe at this time no additions or subtractions are necessary. We further believe the recommendations of last year's committee, if carried out, would insure a knowledge of the fourteen points found in our code.

We would, however, call attention to the fact that a comprehensive knowledge of the code is not sufficient. Action in harmony with this high standard of ethics is the all important consideration. The conduct of each teacher, whether he be employed in a rural district, a small city or metropolitan area, will be the criterion by which our profession will be judged.

We are in the midst of a great depression. Taxes for the support of schools have been drastically cut, salary schedules have been slashed, teaching forces have been reduced, the supply of teachers exceeds the demand, and as a result of these and other factors, competition for teaching positions is terrific. It is difficult to maintain high ethical standards in such trying days. It is easy on the plea of economy to drop membership in Teachers Associations, to

fail to attend professional meetings, to discontinue subscriptions to educational magazines, to postpone indefinitely further college study, and to devote all our energy and ingenuity in holding our present positions and failing in that, to be none too scrupulous in landing somewhere else.

It is the firm conviction of your committee that in spite of the difficulties of the present economic crisis, Missouri teachers can and will, individually and collectively, rededicate themselves to the code by:—

1. Emphasizing, in their daily work the dignity and responsibility of our profession.

2. Continuing professional growth through membership in, and attendance at Teachers Associations as well as through private study and needed college training.

3. Regarding every school position as a sacred trust, which is neither to be sought after or maintained by any devious, unscrupulous, or underhand procedure.

4. Reporting promptly to the Committee on Professional Standards and Ethics any teacher who violates the Standards of Our Profession.

(Signed) James W. Shannon.

Vocations

ELIZABETH PRICHARD TURNER, Kirksville, Missouri

THE HAPPIEST people in the world are those who have work that they love to do. Yet how few men and women today are doing the work that they like to do best, and for which they are best fitted? And if they are not, whose fault is it?

The person at fault may be a parent who pushed his son into law, when the son's heart's desire was to be a physician; it may be an older sister who persuaded a younger one to be a stenographer, when the younger one loved to handle books and serve as a guide to people in their choice of reading material, and would have made an excellent librarian; it may be a family bringing the force of tradition to bear upon a dreamy, creative artist or poet, making him into a wholesale tea merchant or a lieutenant in the regular army. I wonder just how many persons around us are really doing the things that in wistful moments they wish they could? How many of us are as useful as we would be in niches we were supposed to fill?

Two groups of people ought to be fitted to help young people make the difficult decision of what is to be their life work: parents and teachers. The former should be able to do this wisely because they have watched the growth of the child's interests and ambitions—often interests and ambitions like their own; however, because of the difficulty some parents have in seeing their children objectively, and because of their prejudice in wanting their children to do the things they wanted to and couldn't, it is especially important that teachers have at hand vocational information to give to students, and a sympathetic attitude in regard to the students' desires and often unformulated ambitions.

It isn't enough, when a girl says she wants to be a teacher, to let it go at that. What kind of a teacher does she want to be? What age student does she like best? What type of material does she like to work with best? Is she interested in sociology and does she love people—all kinds of people, dirty ones, clean ones, bright ones, dull ones? Would she like to teach in an opportunity school for the mentally de-

ficient? Would she like to teach foreign adults in a city night-school? Is she interested in the special problems facing blind students and deaf students, and would she like to help them fit themselves into the social order? If she is undecided whether to be a nurse or a teacher, would she like to be a trained nurse who teaches other nurses, in a big hospital or college? Is she interested in rural school problems and the consolidated school?

If a boy who has grown up on the farm and loves it, says he wants to be connected in some way with agriculture, tell him about the work county agents do and the influence they may have for bettering farming conditions. Or if he wants to teach agriculture, does he want to teach it to children in rural schools and help with 4-H clubs, or does he like high school students better, or does he like research work and desire to fit himself to teach a specialty in a college of agriculture? Does he like to work with stock? Does he like truck farming? Would he like to have a dairy?

And what about the boy or girl interested in music? Is he going into solo concert work, or is he going to be a good accompanist for a soloist? Does she want to teach music to very young children or to college students? Is it orchestra work that appeals—playing over the radio in a symphony or dance orchestra? Playing a theater organ or being church organist? Maybe it is composing that is nearest to the student's heart. Where can he get his best training for that? His high school teacher should be able to tell him.

This subject of vocational guidance is such a fascinating one and such a broad one in itself that teachers no doubt will find it very interesting to read some of the following books on vocations:

Occupations. By Burton Gowin and William Alonzo Wheatley. Ginn and Company, New York, 1916.

Although an old book as vocational guidance books go, this has good chapters on how to study vocations, vocational adjustment, and the standard vocations.

The Vocational Guidance of College Students. By Lewis Adams Maverick. Volume VIII, Harvard Studies in Education. Harvard

University Press, Cambridge, Massachusetts, 1926.

The report on investigations into vocational guidance made at Stanford University in 1911, 1912, 1913. Survey of vocational guidance in American colleges and universities, 1920-21. Plans are given for the vocational guidance of college students. There is an excellent bibliography, and in the appendices are questionnaires.

An Outline of Careers. Edited by Edward L. Bernays. George H. Doran Company, New York, 1927.

Thirty-eight eminent Americans write on the opportunities in fields with which they are familiar. Some chapters discuss architecture, banking, editing, foodstuffs, foreign service, motion pictures, public relations, social service, and women in business.

Training for the Professions and Allied Occupations. By the Bureau of Vocational Information. Emma P. Hirth, Director. Beatrice Doerschuk, Assistant Director. Bureau of Vocational Information, New York, 1924.

This is very practical, listing the schools that give special training in many occupations, the estimated cost of preparation, admission requirements of the above-mentioned schools. It also gives the trend of each occupation, status of training, current developments, and standard curriculum.

Profitable Vocations for Girls. By E. W. Weaver. The A. S. Barnes Company, New York, 1920.

This is a practical little book opening with a chapter on self-examination. There follow sections on preparation, cost of preparation, finding the opening, labor laws, detailed information regarding various occupations, and bibliographies.

What Shall I Be? Open Roads for Young men. Edited by Clayton H. Ernst. D. Appleton and Company, New York, 1930.

Charts on employees of business establishments help the reader see the relationship of the various positions to each other. Chapters on law, chemistry, banking, accounting, farming, medicine, foreign trade, packing, traffic management, department store, lumber, pharmacy.

New books and bulletins on vocations as mentioned in the October issue of the *Journal of the American Association of University Women*, are:

Business Opportunities for Women. By Catharine Oglesby. Harper and Brothers, New York, 1932. Pp. 297. \$2.50.

"Written by the associate editor of the *Ladies' Home Journal* in which some of the material appeared, this book details opportunities in many fields, as advertising, arts and crafts, cosmetics, finance, nutrition, etc. The introductory chapters on finding and keeping a job are decidedly stimulating."

Jobs for the College Graduate in Science. By Edward J. V. K. Menge. Bruce Publishing Co., Milwaukee, 1932. Pp. 175. \$2.00.

"Extremely practical information, based upon consultations with secretaries of the scientific societies, which will answer questions of high school and college students as to what types of work in the scientific field they may prepare for and what qualifications are needed."

Vocational Opportunities for Foreign Language Students. By W. L. Schwartz, L. A. Wilkins, A. G. Bovee. *Modern Language Journal*, Washington, D. C., 1932. Pp. 38. 25 cents.

"The report of a survey of vocational opportunities for high school and college language students made by the National Federation of Modern Language Teachers. Employment possibilities are grouped in three sections: occupations in which languages are a primary requirement; those in which languages are a distinct advantage; those in which languages are an asset."

After College—What? A study of 6665 land-grant college women, their occupations, earnings, families, and some undergraduate and vocational problems. Edited by Chase Going Woodhouse. Bulletin No. 4, Institute of Women's Professional Relations. North Carolina College for Women, Greensboro, N. C., May, 1932. Pp. 200. \$1.00.

"An exceptionally interesting picture of women college graduates in the United States, including as it does comparisons with the study of 6535 members of the A. A. U. W., the study by the American Woman's Association, and the study of members of the Business and Professional Women's Clubs. The information on occupations, earnings, and vocational problems will throw light on questions being considered by younger persons who are beginning their careers."

To acquaint my students with a number of different vocations I occasionally ask my English composition students to interview men and women in five or six different occupations and then write themes showing what first-hand information they received and how that helped them with their decisions as to their own careers. When interviewing these people, the students keep in mind the following questions which we feel are fundamental and significant: Am I fitted for this vocation? Does the work appeal to me? Do I have talent for it? Am I physically strong enough for the work, if it requires great physical strength? Do I have nervous and emotional stability, if they are especially essential? Do I meet people easily? Is this work a blind-alley job, like certain types of factory and clerical work? Is there a chance for advancement? How long is the period of activity? That is, will I be through at the age of thirty-five, as in professional base-

ball, or will I still be useful at sixty-five, as in teaching? What is the length of the working day? What will be the types of social contacts? What will be the beginning salary? What will be the maximum salary and at what age does one reach it? How much time is necessary for one to qualify for the position? What will be the cost of this preparation? What is the significance of this work in the great system of things? Is it of any value to society?

Satisfactory answers to these questions should help the student know himself and his favored occupation better.

Then he must keep in mind the motto

that present economic conditions are impressing upon everyone, great and small: "Be adaptable." When the carriage goes out of fashion, let him build automobiles; when automobiles become obsolete, let him make airplanes—and if he would rather cook than build airplanes, let him be the first to see the need of a good restaurant near the landing field.

Keeping these things in mind, he should grow up to fill his place in society happily and well. And the responsibility for his being able to do this rests nowhere more than upon the shoulders of his teachers, from kindergarten on up.

Highways Strewn With Scenic Gems Lead from Geneva to Locarno

By MARIE WIDMER

OF ALL the joys in life," writes Ad-dington Symonds, "none is greater than the joy of arriving in Switzerland at the end of a long, dusty day's journey from Paris. There is nothing in all experience of travel like this. Neither Rome nor the Riviera wins our hearts like Switzerland. We do not lie awake in London thinking of them, we do not long so intensely, as the year comes round, to revisit them. Our affection is less a

passion than that which we cherish for Switzerland!" Do not these very words set a sigh of longing in our souls? What can it be, this spell that to travelers from the wide world over becomes a passion, a glorious dream?

It is sublime scenery, plus a wealth of characteristics which are both rare and fascinating. It is personality, "It," as some moderns might describe it, which makes Switzerland so totally irresistible.



A Glimpse of the Harbor at Geneva.



The Madonna del Sasso, famous pilgrimage church at Locarno.

With a hand of delicacy and a divinely gifted artist's eye Nature has fashioned a myriad gems of beauty for this tiny land that plays hostess to the whole wide world, and with equal skill History has traced her most gorgeous patterns of the ages here.

Rest, recreation, pleasure, rejuvenation and golden opportunities for intellectual improvement are all to be found in Switzerland. Thus every trip in this singularly blessed country becomes an experience the memory of which will be cherished for a life-time.

Geneva—Locarno! Let this be the tour on which we embark today, for these two islands of peace are linked together by highways of incomparable grandeur.

Geneva, beautifully situated at the southwestern end of the lake of the same name, where the swift waters of the Rhone emerge from its azure depths, dates back to a pre-Roman age. However, the most momentous happenings in the existence of this city belong to the period of the Reformation and the subsequent era of progress in literature and thought. Beloved abode of the world's leaders in science and letters; cradle of the Red Cross; centre of the most superb charita-

ble activities during the World War and seat of the League of Nations, this is Geneva.

The Cathedral where Calvin preached; the ancient City Hall with the Alabama Room, where the first International Red Cross Conference took place, and where the Alabama Claims Commission ended the disputes between England and the United States in 1872; the College and University dating back to Calvin's days—these and numerous other historic haunts are high spots in a ramble through the town. How inspiring is the immense mural monument of the Reformation! How interesting to American visitors proves the discovery that Geneva's finest promenade is named after America's illustrious War President, the late Woodrow Wilson—and how thrilled is everyone when he pays his first visit to the Palace of the League of Nations, the great International Labor Bureau or some other noted public institution.

Leaving this city of enchantment by steamer or electrified train we pass in rapid succession: Coppet, with a chateau, which for twenty-four years was the abode of Madame de Stael, daughter of Baron Necker, a Genevese, who became Finance Minister to Louis XVI; Nyon, a favorite of Voltaire, with a 14th century stronghold; Prangins, with memories of post-war days when the unhappy Emperor Charles of Austria and his family lived here in exile; Morges, feudal of aspect, but breathing such a restful atmosphere that Paderewski's permanent residence is to be found in its charming environs.

And now we behold Ouchy-Lausanne, the port and the town, so admirably situated on the shimmering lake. Losanna, as it was called by the Romans, was destroyed in the third century by invading barbarians, but soon was rebuilt, climbing finally over three hills. Later the city became a bishopric and imperial town under the Burgundians and after belonging in turn to Savoy and to Berne it became the capital of the canton of Vaud in 1803.

Imagine the wealth of historic and romantic memories one finds everywhere in ancient Lausanne! Each era has left its imprint, each reign in turn has been chronicled in the narrow streets of the



The Castle of Chillon at Montreux.

older sections. The town is dominated by the lofty cathedral, begun in the 11th century and dedicated by Pope Gregory X in 1275 in the presence of the Emperor Rudolph of Habsburg. In this old section around the cathedral, Lausanne cherishes its past in dwellings that remind us of wood-cuts from old, yellowed books; in wooden stairs richly carved, leading from terrace to terrace; in allegoric fountains and an atmosphere of restfulness which modern influence dare not violate.

In keen contrast with all this charm and poetry are the chief arteries of the business center, the avenues of the

suburbs with palatial villas, smart shops and places of amusement.

Whatever the season, the lake of Geneva, generally referred to as *Las Léman* in this particular region, enraptures us with its beauty. Now a clear blue color like fine Copenhagen porcelain, now sombre and agitated like the North Sea; in its every mood it is a fascination to the spectator. Vevey, the lovely little town, whose gorgeous *Fête des Vignerons* in the summer of 1927 was witnessed by tourists from every continent, sends its greetings and presently we behold Montreux, a paradise of sunshine and flowers,

and Chillon, the much sung and carefully restored château. The last inmate of its dreary dungeon was Bonivard, prior of St. Victor at Geneva, held captive by the Duke of Savoy in 1530. He is the hero of Byron's famous poem "The Prisoner of Chillon."

Electrification of the entire stretch Geneva-Lausanne-Montreux-Martigny-Sion-Brig has added rare perfection to this trip. At Villeneuve the lake terminates and the valley of the Rhone com-

and for this reason many of them wear long trousers. The Dent du Midi, one of the most beautifully shaped alpine peaks, 10,695 feet is best ascended from this village.

In the narrowest part of the Rhone valley rises St. Maurice, fortified by the great Julius Caesar. Its abbey, which was founded in commemoration of the massacre of the Theban legion, encloses large blocks of buildings, a fine library and a remarkable basilica. An ancient



A glimpse of peasant life in the Valais.

mences. We enter the canton of Valais, one of the most picturesque and rugged parts of Switzerland. It is intersected by romantic side-valleys, all of which enclose gorgeous alpine peaks and charming resorts. Several of our fellow-passengers change at Aigle for Champéry, a beauty spot in the Val d'Illeiez. Tradition has it that the population of this resort and its valley is descended from a Roman legion stationed in the Valais, and later on, the Saracens, when they invaded the district, are also supposed to have left their traces on the inhabitants. The Champéry women still wear a somewhat oriental looking bright scarlet handkerchief twisted round their dark hair. In the absence of the men who are chiefly active as alpine guides, the women perform the most arduous duties on the farms

castle with dungeons and a torture chamber, also a stalactite grotto nearby, known as the "Fairies Cave" furnish material for legends and romance.

Martigny a town with Roman connections, and very picturesque to behold, is the starting point of the electric railway bound for Châtelard and Chamonix, also of the Federal post-automobiles which convey travelers to that greatest of charitable institutions in the Alps, the Great St. Bernard Hospice. The excursion from Martigny to the Hospice requires 2 hours and 35 minutes, one way.

Another twenty minutes by train and we reach Sion, the feudal silhouette of which, flanked by the ruins of three castles, rears itself proudly on a shapely base of hills. Sion has been the seat of the bishops of the Valais since 580. These

bishops belonged to the best Valaisan families and one of them, Ermenfroy, crowned William the Conqueror. In the environs of the city can be seen the curious and time-honored Valaisan system of irrigation by wooden canals, known as bisses. One of these "bisses" which water the extensive vineyards of Sion is over eleven miles long. Since rain is generally very scarce during the Valaisan summer, cultivation would not be possible without some system of irrigation.

Val d'Hérens, Val d'Anniviers, valleys of heavenly beauty, off the beaten path! Here, as in the case of many other sequestered realms, the post-automobile has played the rôle of Prince Charming, and although still adhering to their ancient costumes and quaint manner of living, the inhabitants are beginning to enjoy the regular contact with the outside world.

Another few minutes and we reach Sierre, the "Agréable" of the Middle Ages, which true to its former designation enjoys a pleasant climate and agreeable surroundings. From this point a funicular railway climbs northwest to the sun-kissed plateau of Montana-Vermala, a

popular summer and winter resort. The Val d'Anniviers which opens here to the south is now conveniently accessible by Federal post-automobiles as far as Ayer, a delightful drive of 1½ hours. Tradition has it that the inhabitants of this valley are descended from the Huns, and this is how it is accounted for: In olden times the Val d'Anniviers was nothing but a desolate wilderness, covered with wood. After the death of Attila, when his hordes were beaten on every hand and fleeing in all directions, some broken remnants of them took refuge with their flocks in this valley which is traversed by a tempestuous mountain brook, the Navigenze. Finding themselves in safety there, they settled and cleared the land. Even now a great many of the inhabitants' names are Hungarian, and one of the leading families of the district bears the name of Ruaz, like one of Attila's relatives.

The Anniviards wear chiefly black clothes, this being the color of the wool of their sheep. In the vintage season the people all journey down to Sierre to reap the harvest of their vineyards which they cultivate in common. On the days of com-

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munal service the workers start out at 6 a. m. with band and flag leading the way. The priest and the authorities accompany the procession, and teachers, judges and village magistrates are obliged to help just the same as the others. Every citizen who fails to obey the summons is liable to a fine. The meals are taken in common under a tree on the top of which the flag is displayed. During the midday repast, to which all are summoned by fife and drum, public business is discussed.

In fifteen minutes from Sierre the train reaches Leuk or Loèche, one of the most ancient localities of episcopal Valais, and now especially well known as the starting point of the electric railway which ascends to Loèche-les-Bains, a spa with remarkable thermal springs, picturesquely situated at the foot of the towering rocks of the Gemmi.

Other romantic valleys open to the right and left as our train speeds on. At Visp starts the railway for Zermatt, the domain of the majestic Matterhorn, and a bridle path from Stalden, a station on the line, climbs to lovely Saas-Fee. And now we are at Brig, the starting point of the 12½ miles long Simplon tunnel leading to Iselle in Italy. From here the Simplon line proceeds to Domodossola which has in recent years been brought into direct communication with Locarno and the St. Gothard line by means of the electric Centovalli railway.

While this would be a desirable route between Geneva and Locarno, the starting and ending points of our tour, we—ever in quest of more scenic gems—select the route of the Furka which will bring us to the region of the St. Gothard by way of one of nature's greatest phenomena, the Rhone Glacier.

Following the course of the young Rhone the Furka railway takes us through the Upper Valais. Quaint hamlets and villages, tanned by the sun of many summers, greet us everywhere. Gaily hued flowers bloom on every window-sill, in every garden, and here and there along our way the inhabitants make us feel welcome with a friendly wave of the hand and a smile.

Excursion centres abound in this region. Belalp, Eggishorn, Märjelen Lake, Aletsch Glacier! Sanctuaries of Nature easily accessible to energetic walkers. From the

attractive old village of Fiesch less experienced tourists will enjoy the hour's stroll to the Fiesch Glacier, and if they are enterprising enough, another walk of similar length to the curious village of Ernen. Artificial irrigation, after the manner found near Sion, is also resorted to in these parts. Every patch of scanty grass, however inaccessible, is turned to account by the natives, who may be seen on almost perpendicular slopes, mowing hay and carrying it down in great trusses on their backs.

Before reaching Gletsch, 5778 feet a/s, the railway runs through beautiful fir woods, the ground beneath which is strewn with large grey boulders and overgrown with Alpenrosen, Campanulae and other Alpine blossoms. A final steep climb and presently the train descends to the remarkable hotel settlement at the junction of the Furka and Grimsel roads, in closest vicinity of the Rhone Glacier. Once this glacier, whose ice has a thickness of 1600-1700 feet in certain places, occupied the entire Rhone valley and the bed of the lake of Geneva, reaching even as far as Lyons in France. Later it receded at a rapid pace, sometimes as much as 95 feet in one year, but a slight advance has been determined again since 1916.

Since the Furka and Grimsel have been thrown open to automobiles Gletsch has become one of the busiest places in Switzerland. Tourists patronizing the Furka railway naturally also contribute their share, for who would not wish to explore the wonders of Gletsch in person? It takes but thirty minutes to reach the cradle of the Rhone. Here we are so close to the glacier that we see within a few yards of us its great motionless waves, broken up with crevasses, grottos, and caverns, showing pale blue and lilac lights. Quite at the bottom this majestic cataract of ice opens out like an enormous pearly shell, from which escapes a tiny streamlet, destined for a noble course, the Rhone!

In one hour and 10 minutes the train travels from Gletsch to Andermatt and in a little over two hours the post-automobile connects the same points, following the many curves described by the Furka pass. We are now in the Urseren valley which was originally colonized

from Disentis in the Grisons, by Romansch speaking people, and the ancient church near the Urnerloch at Andermatt was dedicated to the Irish saint Columbanus, whose disciple, Sigisbert, founded the Disentis Monastery in 614 A.D. From Hospenthal, one of the friendly communities en route, the time-honored road over the St. Gothard branches off, affording some of the rarest scenic delights to pedestrians and automobilists.

Andermatt, 4737 feet a/s, is an ideal place for resting and excursions. For the average visitor who has to observe a given program, the nearby gorge of the Schöllenen leading to Göschenen on the St. Gothard railway will probably be a chief attraction. Its wild grandeur, its legendary Devil's Bridge and its historic associations with the Russian-French events in 1799 have been sung by the foremost poets. An electric railway now runs between Andermatt and Göschenen, but visitors who are not too greatly pressed for time will undoubtedly enjoy the 1¼ hours' walk between these two points.

From Göschenen the electrified St. Gothard railway carries us swiftly through the now spotless 9¼ miles long tunnel to Italian speaking Switzerland, where exotic plants and flowers grow in profusion and where a happy, carefree people tend flourishing vineyards and fertile fields. To our right, then again to our left, ever changing sides, rushes the Ticino, while a multitude of waterfalls leap into the valley like so many giant threads of silver. From almost every hill a shrine or chapel holds out an invitation. In the vicinity of Giornico the technical marvels of the St. Gothard railway arouse general excitement among the passengers and everybody begins darting from one side of the carriage to the other until we reach Bellinzona with its three old castles, once occupied by the governors of Uri, Schwyz and Unterwalden. Two of these strongholds are in ruins and the other, perched on a hill 1500 feet a/s, is a prison and arsenal.

At Bellinzona we change trains for nearby Locarno, queen of the lake Maggiore, seat of the epoch-making Security Conference in 1925. The little city which numbers about 4000 inhabitants belongs to Switzerland since 1512, but its character, its architecture, scenery and mode of

living are typically Italian.

Locarno's history dates back to the time of the Romans and Celts and it is estimated that its foundation took place in the Sixth Century B. C. The Piazza Grande, or market place, traverses the town almost in its entire length from the quay to the Via Alla Motta. On one side it is bordered by picturesque houses with arcades and on the other side lie the public gardens enclosing the Casino and Post Office. The centre of the old town, with its many quaint little streets and ancient dwellings is the business quarter and at the same time the site of several venerable churches.

The most famous of Locarno's places of worship is the pilgrimage church of the Madonna del Sasso. Projecting between two ravines it is perched on a wooded rock, high above the town, overlooking the blue lake which reposes in a match-

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less setting of hills and mountains. Those who do not feel disposed to climb this lofty height on foot, an arduous, but fascinating task requiring about thirty minutes, may avail themselves of the cable railway which covers the distance in half the time. While the little funicular takes us along the trail of what is known as "the old footpath," the *via della Cappella*, the other road, leads up a very steep mountainside and is lined with the 14 stations of the cross. Natives and visiting pilgrims in outlandish garb, are in constant evidence on this particular road.

On the hilltop, which reveals a panorama of entrancing loveliness, the peaceful stillness of the cloisters dwells. The interior of the church, which was founded in 1480 and rebuilt with 1569, contains two famous oil paintings: "The Flight into Egypt," by Bramantino and "The Entombment," by Ciseri.

It has been said that the happy at-

mosphere and glorious beauty of Locarno and environs were in no small degree responsible for the success of the Security Conference. There is music and gladness everywhere and every suburb and neighboring vale offers a visual feast. Take the Val Maggia for instance! An electric railway runs from Locarno in one hour and thirty minutes to Bignasco, a small resort which offers no end of opportunities for excursions. The Maggia river is an unusually powerful glacier torrent and the remarkable vegetation along its course, including palms, tropical blossoms and thriving vineyards, is ever a surprise to visitors.

Switzerland is the Klondike of seekers of scenic gems and the great highways linking Geneva and Locarno afford unique opportunities for the discovery of haunts which fascinate with their beauty and endear with their winsome old-world charm.

Should Our Present Economic System be Scrapped?

E. W. MOUNCE, Head of the Department of Commerce and Business Administration, State Teachers College, Maryville, Missouri.

IT IS NO DOUBT correct to state that but few persons are entirely satisfied with our present economic system. And, yet, even though we are cognizant of its many weaknesses and realize that it does not work with the perfect precision with which we would like for it to, are we willing to go so far as to scrap it? Should we go to the extent of overthrowing the very economic foundations of our present order and build anew? We are today confronted with this question and it deserves the most intelligent consideration of everyone. It might be possible for us to evade the question for a while but ultimately it must be answered.

The widespread and devastating business depression of the past three years has brought us face to face with this difficult question. It stands both as a challenge and as an indictment of our whole capitalistic system. Should an economic system be permitted to continue which reduces literally millions of human beings to poverty and ruin?

Men widely differ in their views as to what economic policy we should pursue. There are those who hold that the present

depression is merely a part of the business cycle and that, in the normal course of events, it is to be expected. They even seem to be able to find quite a bit of "good" coming from it in the improved "health" of the people and in the innumerable and valuable "lessons" which they have derived from it. This group sees but little need for a change and stand by capitalism "as it is."

A second group holds that the basic principles underlying capitalism are sound but that some of their applications are quite out of date and should be modified to meet changed economic conditions. Persons in this group are quite willing to continue the institutions of private property, individual initiative, and competition.

A third group sees no virtue in the basic principles of capitalism and sees but little hope of improvement until the capitalistic system is replaced by a socialistic or communistic state. Common ownership must replace private ownership, collective endeavor must take the place of individual initiative, and a planned economic society must eclipse the

competitive system. While the communists would go a step further and have government control of consumption as well as government ownership of all means of production they also differ from the socialists in their program of "direct action." They maintain that the change will have to be brought about by violence while the Socialists expect to accomplish practically the same results by peaceful means through a program of education.

Finally, there are those who desire to continue capitalism, but, feeling that the rather inefficient and slow-moving processes of "democracy" might allow an overthrow of the system and permit the establishment of socialism or communism, demand the establishment of a dictatorship, under a Fascist regime. They feel that under a dictatorship the cumbersome parliamentary system could be virtually dispensed with and the dictator would have free play in making the capitalistic system function properly.

So, America seems to be moving in these several opposing directions. Her citizens are found in the various camps. One system or the other must ultimately prevail. Which will it be? Shall we maintain the status quo, scrap, or modify our economic system? This is the vastly important issue before us for an answer.

In considering these various views we come to the conclusion that capitalism, in its present form, cannot long endure. Even though it may be basically sound it must be "modernized" in its everyday applications. We cannot overlook the fact that economic conditions have undergone enormous changes in this country in the past thirty or forty years. Our frontier has practically disappeared and it no longer stands available, during periods of depression, to absorb our "excess" population. Laissez faire is no longer practical or just in a world of mergers, combinations, chains, and holding companies. These factors must be reckoned with. New methods must be devised for handling new economic and social problems. We cannot meet and solve Twentieth Century questions with Eighteenth or Nineteenth Century Methods. It is our duty, as a great Christian nation, to see to it that not one among us shall go cold and hungry.

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Neither would it be wise to try to maintain capitalism through the establishment of a dictatorship for through such a method we would not only be attempting to maintain an economic system that has "seen its day" but we would be doing so at the expense of liberty and democracy. The Fascist idea involves the curbing of free speech, press, and assembly, and the reduction of our various legislative bodies to mere "rubber stamps."

It is difficult to agree with the socialists and the communists that the basic principles of capitalism are economically unsound and that they should be completely abandoned. Their position overlooks a deeply rooted human characteristic, namely, the desire to have things as our very own. We all possess this acquisitive nature, and this desire to own leads to untold effort on the part of human beings. And, this effort leads to the production of vast quantities of economic goods which are needed in order to insure the American people a high standard of living. The chief defect of capitalism is not to be found in its production faculties but in its method of distribution. But, why try to remedy the defects of distribution by destroying a basically sound system of production? The remedy should be sought where the defect exists, namely, in the system of distribution.

Obviously the wisest course for America to take at the present time is to maintain capitalism with modifications. In other words, let us, at least for the present, maintain the basic principles of capitalism but so revise our distributive system that we may more fully meet the needs of our present economic society. Present day demands do not require such drastic changes as are proposed by the socialists and the communists.

Our present economic system can be made to work quite effectively through an economic program of reconstruction. This program is based upon a careful study of the nature of our economic life and the conditions that produce business depressions. It is found by such study that the major cause for such depressions is the **inequitable distribution of wealth**

and income among our people. Everyone knows that there are two sides to the market, namely, the production side (supply), and the consumption side (demand). When these two sides of the market are well balanced we have prosperity. This is true because all that is produced on the farms and in the factories is purchased at a profit to the producer. The ability of the consumers to buy at such times is due to the fact that they have adequate purchasing power. But, as wealth becomes more concentrated the favored few find it impossible to consume all that they are able to buy so they look about for places where they may invest their surplus capital. This results in further production, and, the people not having sufficient purchasing power find it impossible to buy everything that is being produced. This destroys the equilibrium of the market, leads to maladjustment between production and consumption, and finally to depression.

The remedy is not to be found in the complete abandonment of our present economic system but in its modification. The first thing that should be done is to bring about certain fundamental changes in the tax system so that the major portion of the revenue would be derived from large incomes, inheritances, and excess profits. Our income, inheritance, and surtaxes should be highly graduated. This would tend to bring about a more equitable distribution of the national wealth and incomes and thereby help to maintain the equilibrium of the market. The great possibilities of reform through this method may be easily seen when one is reminded that approximately one-fourth of the national income is now being taken by the government in the form of taxes. Through shifting or changing the tax bases the government may make or entirely eliminate an entire class from society. In this regard we should not fail to suggest that a general sales tax, since it falls with equal weight upon the rich and the poor, should not be made use of as a national tax device. Such a tax might be economically sound and just in states that are wholly or almost completely rural, for in such areas the tendency toward equality of wealth would eliminate the radical injustice because, while the tax

would fall upon all alike, there would be a corresponding ability to pay.

In fact, it might be substituted for the general property tax. A luxuries tax would be wise and just both as national and a state taxing device.

In the second place, we should gradually abandon the protective tariff. We should take several years in making the shift from protection to free trade but the change should be made for the tariff is class legislation and causes all of us to contribute to the coffers of the rich. The abandonment of protection should be a world movement and should be done with the cooperation of other nations. The tariff tends to concentrate wealth and is the mother of fortunes. Through its abandonment a more equitable distribution of wealth would result.

In the third place, the purchasing power of millions of American laborers must be protected through a system of social insurance, vocational training, and a well organized system of government employment bureaus. Furthermore, labor and the public should more extensively share in the "fruits" of the machine. According to a recent study it was found that there was a decline of over 36 per cent in wages and salaries between the years 1929 and 1931. In other words, the salaries and wages of American laborers dropped from \$52,000,000,000 to \$33,150,000,000 in the short space of two years. How can we expect to maintain the necessary equilibrium in the market under such conditions?

Since a deficiency of purchasing power on the part of the rank and file of the people is the chief obstacle to recovery during a period of depression, the government should make liberal use of public works. This should be a united effort on the part of the Federal Government, the States, and the cities. "Swollen fortunes" should be heavily taxed and the revenue derived therefrom should be thrown back on the consumption side of the market in the creation of new jobs and the purchasing of materials and supplies.

During the past few years vast fortunes have been made through public utilities. Since they are natural monopolies and are "affected with a public interest" they rightfully belong to the people. The bil-

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lions that flow from the private ownership of these utilities should go to all of the people through government ownership. This would do much to bring about that much needed equitable distribution of wealth and income among our people.

Finally, this country has outgrown its rather obsolete system of unit banking. Since the beginning of the present depression there have been approximately 4,800 bank failures involving more than 8,000,000 depositors, and \$3,150,000,000 in deposits. Eighty-seven per cent of these failures were in small banks with a capitalization of \$100,000 or less. Only four-tenths of 1 per cent of the number were of banks having a capitalization of \$1,000,000 or over. Furthermore, 46.5% of the failures were in towns with a population of 1,000 or less. These facts go to show that it is the small banks in the small town that fails. In other words, it is the "little fellows" bank that fails to remain solvent during periods of depression. It is believed that a well organized system of regional branch banking would solve the problem and result in saving billions in deposits to the people of this country. The

loss of more than \$3,000,000,000 during this depression means the loss of just that much purchasing power which is now needed on the demand side of the market in order to pull this country out of the depression.

So, our answer to the question raised earlier in this discussion is that we should

not scrap our present economic system but should modify it along the lines suggested. By doing so we shall be able to keep the best and discard the obsolete. By such reforms all of us and not merely a few may enjoy that high standard of living to which we, as a great and progressive people, are entitled.

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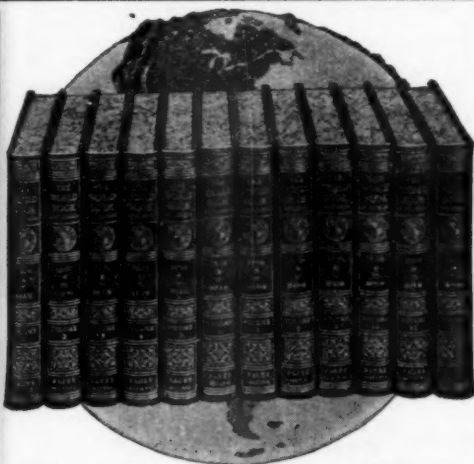
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Community Association Honors Miss May Greene

MISS MAY GREENE who has for fifty-two years given the life of a devoted teacher to the children of Cape Girardeau was honored by her local community teachers association at a banquet which it sponsored for her in Cape Girardeau on October 8th. The banquet was held in the May Greene Elementary School of that city which two years ago was named in her honor with appropriate ceremonies recognizing her service to the community. That honor came from the citizens and officials of the city of Cape Girardeau. The recent function was more of a professional nature and was accorded to her by her associates in the teaching profession.

At this meeting Miss Greene was presented with a Life Membership in the State Association in recognition of her long life of professional service. In response to the presentation she told of her first attendance of a meeting of the Missouri State Teachers Association fifty-one years ago at Sweet Springs, Missouri. That was in the summer of 1881. Dr. F. Louis Soldan, then Superintendent of Schools of St. Louis, was the President. Miss Greene recalled the striking contrast between the Association then and now. She noted the fact that then the Association was regarded as a meeting chiefly and its membership was confined practically to those who attended the meeting and consisted of only a few hundred of the leading educators of the State, while now its membership contains practically every teacher within the confines of the State of Missouri and the annual convention is only one of many services the Association is rendering the teachers. Then the teachers' organization included only the State Association. Now it includes in addition to the State Association, nine district associations and some 200 local community associations.

In addition to the presentation of the Life Membership in the Missouri State Teachers Association, which was made in an appropriate speech by W. E. Metcalf, President of the local community association, Secretary E. M. Carter presented Miss Greene with a handsomely framed copy of the Code of Professional Ethics

adopted by the Missouri State Teachers Association. Mr. Carter called attention to the fact that this was the first occasion at which such a Code had been officially presented and spoke of its appropriateness in going to one whose life had been an example of the spirit of every clause of the Code.

In the absence of Superintendent J. E. Whiteford, inforced by illness, Miss Alma Schrader presided at the banquet.

A program of music was a feature of the occasion, and a large number of Miss Greene's friends and associates spoke briefly recalling happy incidents in their association with her and praising the work which the guest of honor had done for the profession. Miss Greene retired from active work last summer resigning at that time the principalship of the May Greene School.

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Professor Fred von Borgersrode, Professor of Education, University of Missouri and Honorable Charles C. Crosswhite, Assistant Director, Finance Division, State Department of Education, have completed and the Inland Printing Company of Springfield, Missouri, has printed a record book for the business

records of rural school boards in Missouri. The book is the result of a demand for forms to meet the needs of the new school laws.

Among its contents are brief statements of the legal duties of a board of education, duties of district clerks, blanks for the list of school officers, oath of office, suggested order of business and procedure of meetings, space for minutes of meetings, records of warrants issued, a record of property belonging to the school district, a library and free text book record, a plat of the district, a record of insurance, bond record, annual meeting notices, powers of annual meetings, special meeting notices, teachers' contracts, enumeration records, estimates of moneys needed for ensuing school year, application for and methods of calculating moneys due from State Fund, teachers monthly and term reports, records of promotion and reports of county officials.

The Record Book represents much detailed work on the part of its compilers, whose positions and ability give to it at once an air of authority and accuracy. School boards will find in it a convenient means of keeping correct and orderly records and an insurance against confusing and expensive errors.

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